



Pupil Premium Strategy Statement: St Matthew's Primary School 2021-2024 - Review February 2024

1. Summary information					
School	St Matthew's Primary School				
Academic Year	2021-2022	Total PP budget (expected)	£107,320	Date of most Recent PP Review	June 2021
	2022-2023		£123,265		Dec 2022
	2023-2024		£136,770		Dec 2023
Total number of pupils Sept 2021	657 inc nursery	Number of pupils eligible for PP Sept 2021	94 inc nursery	Date for next internal review of this strategy	Autumn 2022 Completed
Total number of pupils Sept 2022		Number of pupils eligible for PP Sept 2022	106 inc nursery	Date for next internal review of this strategy	Autumn '23, Spring '24 Completed
Total number of pupils Sept 2023		Number of pupils eligible for PP Sept 2023	92 inc nursery	Date for next internal review of this strategy	Autumn 2024

Pre- pandemic attainment (validated data)			
End of KS2 Attainment for 2018-2019 (14 pupils)	<i>Pupils eligible for PP at St Matthew's</i>	<i>Pupils not eligible for PP at St Matthew's</i>	<i>Difference</i>
% achieving expected standard or above in reading	64%	86%	22%
% achieving higher standard in reading	21%	57%	36%
% achieving expected standard or above in writing	64%	88%	24%
% achieving greater depth in writing	7%	37%	30%
% achieving expected standard or above in maths	64%	85%	21%
% achieving higher standard in maths	21%	53%	32%
End of KS1 Attainment for 2018-2019 (15 pupils)			
% achieving expected standard or above in reading	67%	83%	16%
% achieving higher standard in reading	20%	48%	28%
% achieving expected standard or above in writing	53%	76%	23%
% achieving greater depth in writing	7%	25%	18%
% achieving expected standard or above in maths	73%	79%	6%
% achieving higher standard in maths	13%	32%	19%
% of pupils achieving expected standard in Year 1 phonics (13 pupils)	80%	86%	6%
End of Reception Attainment for 2017-2018 (8 pupils)			
% of pupils achieving GLD	57%	84%	27%
Covid pandemic attainment (in school data not validated)			
End of KS2 Attainment for 2020-21 (12 pupils)	<i>Pupils eligible for PP at St Matthew's</i>	<i>Pupils not eligible for PP at St Matthew's</i>	<i>Difference</i>
% achieving expected standard or above in reading	42% (67% not SEND)	87%	45%
% achieving higher standard in reading			
% achieving expected standard or above in writing	42% (83% not SEND)	83%	41%
% achieving greater depth in writing			
% achieving expected standard or above in maths	42% (83% not SEND)	77%	35%
% achieving higher standard in maths			
End of KS1 Attainment for 2020-2021 (12 pupils)			
% achieving expected standard or above in reading	33%	73%	40%

% achieving higher standard in reading			
% achieving expected standard or above in writing	33%	74%	41%
% achieving greater depth in writing			
% achieving expected standard or above in maths	33%	83%	50%
% achieving higher standard in maths			
% of pupils achieving expected standard in Year 1 phonics (9 pupils)	45%	81%	36%
End of Reception Attainment GLD for 2020-21 (13 pupils)	8%	46%	38%
End of KS2 Attainment for 2021-22 (9 pupils)	<i>Pupils eligible for PP at St Matthew's</i>	<i>Pupils not eligible for PP at St Matthew's (80)</i>	<i>Difference</i>
% achieving expected standard or above in reading	44% (80% not SEND)	86%	42%
% achieving higher standard in reading	22% (40% not SEND)		
% achieving expected standard or above in writing	44% (80% not SEND)	85%	41%
% achieving greater depth in writing	11% (20% not SEND)		
% achieving expected standard or above in maths	33% (60% not SEND)	84%	51%
% achieving higher standard in maths	11% (20% not SEND)		
End of KS1 Attainment for 2021-2022 (12 pupils)			
% achieving expected standard or above in reading	17% (33% not SEND)	77%	60%
% achieving higher standard in reading	8% (17% not SEND)		
% achieving expected standard or above in writing	17% (33% not SEND)	72%	55%
% achieving greater depth in writing	8% (17% not SEND)		
% achieving expected standard or above in maths	25% (33% not SEND)	76%	51%
% achieving higher standard in maths	0% (0% not SEND)		
% of pupils achieving expected standard in Year 1 phonics (13 pupils)	69%	89%	20%
End of Reception Attainment GLD for 2021-22 (pupils)	17%	71%	53%

End of KS2 Attainment for 2022-23 (18 pupils-11 NOT SEND)	<i>Pupils eligible for PP at St Matthew's</i>	<i>Pupils not eligible for PP at St Matthew's</i>	<i>Difference</i>
% achieving expected standard or above in reading	72% (92% not SEND)	92%	20%
% achieving higher standard in reading	17% (17% not SEND)		
% achieving expected standard or above in writing	50% (67% not SEND)	88%	38%
% achieving greater depth in writing	0% (0% not SEND)		
% achieving expected standard or above in maths	83% (92% not SEND)	89%	6%
% achieving higher standard in maths	17% (25% not SEND)		
End of KS1 Attainment for 2022-2023 (14 pupils)			
% achieving expected standard or above in reading	43% (67% not SEND)	70%	27%
% achieving higher standard in reading	7% (11% not SEND)		
% achieving expected standard or above in writing	21% (33% not SEND)	62%	41%
% achieving greater depth in writing	0% (0% not SEND)		
% achieving expected standard or above in maths	50% (78% not SEND)	72%	22%
% achieving higher standard in maths	0% (0% not SEND)		
% of pupils achieving expected standard in Year 1 phonics (14 pupils)	21% (43% not SEND)	78%	57%
End of Reception Attainment GLD for 2021-22 (11 pupils)	11%	68%	57%

Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i> <i>Pupils eligible for pupil premium account for around 14% of the school population with a range of numbers (8-18pupils) in each year group. Nearly one third of those pupils eligible for pupil premium also have an identified special educational need. This means that the barriers to learning are often very complex.</i>	
Academic Teaching	Significant numbers of children in KS1 and KS2 are 2 steps of progress behind expected progress.(See Termly Gap Analysis September 2021) .This gap needs to be eradicated to ensure the maximum number of children possible are working at least ARE.
Academic	A large % of PP children have a vocabulary gap with their non PP peers. This is seen in their oral language, written work and ability in higher level reading inference skills. This impacts both on numbers of children at ARE and numbers working above ARE.
SEMH	A significant number of our pupil premium children have SEMH needs such as low self- esteem, a lack of resilience and emerging mental health needs such as anxiety. This has an impact on their ability to thrive in the school environment and maximise their learning potential.
Oracy	A large % of PP children have an oracy gap with their non PP peers. This is seen in their speech and communication and ability to articulate ideas, confidence and attainment in their learning in school.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
Attendance	Attendance rates for pupils eligible for PP were 93.86% for 2018-19 (below the figure of 97.18% for non-pupil premium children in 2018-19). In general attendance for PP children is very good but a significant percentage of children (23% July 2021 in Rec-Y6) are below 90%. This reduces learning time and is causing them to fall behind.
Enrichment	Some of our PP children have significantly less access to a variety of out of school experiences and enrichment activities. As well as impacting on wellbeing this also impacts on children's aspiration and understanding of the world and experiences they can use particularly in the written work. It can also lead to feeling of exclusion and isolation. The impact of this has been exacerbated during the pandemic in particular due to the increased financial hardship suffered by many families.
Parental Engagement	Lack of parental support for learning at home for a percentage of our PP pupils impacts on progress and attainment of these children.
Parenting support	Difficulties at home such as lack of food, family breakdown and difficulties parenting have a detrimental impact on the learning, behaviour and social emotional wellbeing of some of our PP children.
Laptop Poverty	Laptop poverty including access to devices and WIFI impacts on homework and inclusion in the wider school community

Pupil Premium Plan 2021-2024						
Desired outcomes	Chosen Actions/ Approaches	Success Criteria	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Estimated Impact	Lessons Learned
<p>ACADEMIC PROGRESS</p> <p>The vast majority of PP children are making at least expected progress over the year and the vast majority of children who are 1 or 2 steps behind the expected level are making more than expected progress and closing the gap.</p>	<p>Quality first teaching to ensure maximum progress of all pupil premium children</p> <p>Covid Catch up used for refined Wave 1 teaching planning and assessment and feedback and time limited interventions by class teachers wherever possible</p> <p>Covid Catch up for maths used to employ a teacher for time limited small group tuition</p> <p>Teachers and TAs are implementing the Pupil Premium Priority Agreement as per staff meeting (March 2018)</p> <p>Individual Barriers to learning sheets are completed and barriers tackled</p> <p>Rigorous targets/high expectations are set for PP children and monitored through the pupil progress meetings and work scrutinies</p> <p>Staff training on high quality feedback to be planned for 2022 with the focus on writing and maths feedback. SB to attend EEF Toolkit Maximising Feedback Training based on EEF Feedback Guidance document</p> <p>All children with specific learning difficulties are assessed and needs are met on the provision map</p> <p>Additional Teaching Assistant employed to support in class in Year One to address issues around settling, readiness for Year One curriculum</p>	<p>The % of PP children making at least expected progress over the year is the same or above that of their non PP peers</p> <p>Teachers are continuing to implement the Pupil Premium Priority Agreement (eg marking first, DART meetings first)</p> <p>The numbers of children 1 or 2 steps behind ARE as evidenced in the Sept 2019 Gap Analysis have reduced.</p> <p>The number of PP (without SEND) at or above ARE in KS1 and KS2 statutory assessment results returns to pre pandemic levels (allowing for variations in cohorts)</p> <p>Maximising feedback training for staff completed and teachers are using the tools and format given</p> <p>Children are settled in class, demonstrating the level of independence and attention to access the Year One curriculum</p>	<p>Good teaching is the most important lever schools have to improve outcomes for disadvantaged children. EEF Toolkit</p> <p>The importance of the 'quality of interactions between teachers and students' is important for all children. Sutton Trust</p> <p>EEF Toolkit say 'Our toolkit suggests that the provision of high quality feedback can lead to an average of eight additional months progress over the key stage'</p> <p>The importance of the 'quality of interactions between teachers and students' is important for all children Sutton Trust</p> <p>The evidence shows that Pupil Premium children have very individual barrier to learning which need to be tackled</p> <p>Lesson observations show that children in the Year One classes are currently operating at a level more in line with a reception class in relation to their behaviours for learning etc. Support for the first term is designed to be in line with that offered in a Reception classrooms to enable the classes to "catch up" in this aspect of their learning.</p>	<p>SLT to use structured conversations to empower teachers to support and accelerate the learning of PP children.</p> <p>Monitoring quality of teaching (lesson observations and book scrutinies) always include a focus on PP learners</p> <p>Pupil progress meetings between teachers and SLT and termly data reviews by SLT and Pupil Premium Lead</p> <p>Covid Catch up impact monitored by PP lead and Assistant Heads</p> <p>Barrier sheets monitored by PP Lead</p> <p>All interventions on the provision maps reviewed before and after on the provisions maps and overseen by INCo/SENCo</p> <p>Monitor quality of feedback through observations and book scrutinies</p> <p>ES to continue to oversee and develop writing feedback in KS2</p>	<p><u>Progress Data</u> Significant challenges with progress this year. In KS2 progress PP similar to last year with writing progress still an issue and gap with non-PP progress is growing. In KS1 reading and writing progress is significantly lower than last year and this is a major concern.</p> <p><u>SATS Results</u> (See results at top of page) <u>KS2 % at ARE for PP</u> Reading at pre-pandemic levels Writing- not yet at pre pandemic but increase on last year Maths-above pre pandemic Not SEND-reading and maths very high at 92%</p> <p><u>KS1 % at ARE</u> Reading-below pre-pandemic Writing- considerably below pre Pandemic Maths-below pre pandemic -reading and maths % improved considerably since last year</p> <p>Year 1 phonics screen at 21% is significantly below both pre pandemic and last year reflecting complexity of whole cohort</p> <p>ELG- at 11% is significantly below pre pandemic levels reflecting the complexity of the whole cohort</p>	<p>The pandemic has had a considerable detrimental impact on Pupil Premium children. Whilst the vast majority of non PP children have caught up the disadvantage gap has grown wider in Early Years and KS1 and our current Year 5 cohort.</p> <p>This has been further impacted by high numbers of high need SEND children in Early Years and KS1 and by resourcing issues for the school as a whole. The reduction in general teaching Assistant time due to the severity of budget issues has a particularly detrimental impact on our PP children.</p> <p>These challenges will take considerable amounts of time to fully address as the 'covid toddlers' and 'covid babies' continue to move through school.</p> <p>The current year 5 cohort faced significant challenges pre covid when they were in Year 1 they have of course been further impacted by covid. These challenges will be reflected in the 2024 KS2 SATS results.</p>

					<p><u>Covid Catch up impact Maths Y5</u></p> <p>50% children progress expected or above</p> <p><u>Covid Catch up impact writing</u></p> <p>31% children progress expected or above</p> <p>Much less impact than last year both for logistical reasons but also because similar children targeted some of whom had made accelerated progress the previous year.</p> <p><u>Gap Analysis Results</u></p> <p>Not applicable due to new data system</p>	<p>The Gap Analysis tool can no longer be meaningfully used due to changes in the whole school data system.</p> <p>The significantly increased numbers of children with very high levels of SEND needs, particularly in Early Years, has had a detrimental impact on SLT time spent on overseeing the needs of Pupil Premium children, particularly those without SEND.</p> <p>The changing roles of current SLT for 2022/3 when fully implemented should enable there to be greater time focussed on the needs of PP children across the school.</p>
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Pupil Premium Plan 2021-2024						
Desired outcomes	Chosen Actions/ Approaches	Success Criteria	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Estimated Impact	Lessons Learned
<p>ACADEMIC VOCABULARY</p> <p>All pupil premium children with a vocabulary deficit are receiving in school support to eradicate this gap.</p>	<p>Mrs Wordsmith vocabulary intervention continues to be used daily in Year 3-6 with all children and is embedded in normal classroom practice</p> <p>Mrs Wordsmith style word of the week is being used in Rec- Y2 and is fully embedded in normal classroom practice</p>	<p>All PP children Rec-Y6 receive vocabulary support from through Mrs Wordsmith vocabulary intervention and the intervention is fully imbedded in normal practice</p>	<p>Mark Rowland - 'The language gap is one of the biggest causes of underachievement in later life, especially for disadvantaged learners.'</p>	<p>Provide support and CPD when necessary for teachers with the implementation of Mrs Wordsmith</p> <p>Monitor impact on outcomes in reading and writing over the medium term</p> <p>Monitor implementation of intervention in Reception and outcomes in GLD and KS1 SATS in the medium term</p>	<p>The impact of this is difficult to accurately assess but is likely to be reflected in the relatively high % of non- SEND PP children getting ARE in reading at KS2 this year. Although writing results at KS2 have dipped this year this was primarily due to issues with secretarial skills rather than vocabulary and language.</p> <p>The impact of this in Early Years and KS1 will only be possible to assess accurately as non-covid impacted cohorts come through the school.</p>	

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<p>SEMH</p> <p>All pupil premium children with SEMH needs are identified and given support and intervention. This includes quiet well behaved children who may have underlying needs such as anxiety.</p>	<p>SEMH needs on Individual Barriers to Learning Sheets</p> <p>PP priority for Cambridge Academic Performance Counselling Service and the Mental Health Support Team</p> <p>PP priority for ARU music and drama therapy</p> <p>Change for Life Club run weekly to improve resilience and self esteem</p> <p>PP priority for lego therapy and social group work</p> <p>Targeted lunchtime club for vulnerable children with SEMH needs outside in the Jungle and inside in the Rainbow Room</p> <p>MHST training for staff on supporting SEMH to be arranged</p> <p>Parental access to the MHST Team to support parents in managing their children's behaviour or anxiety</p>	<p>All children have individual Barriers to Learning Sheets completed by class teacher which identify any SEMH needs</p> <p>All PP children who need to access Change for Life Club are able to do so.</p> <p>PP children are priority for counselling, music and drama therapy and work with the Mental Health support Team</p>	<p>The EEF Toolkit suggests that targeted SEMH interventions matched to specific children with particular SEMH needs or behavioural issues can be effective especially for older children</p> <p>The EEF toolkit says that work on improving 'metacognition and self-regulation' has a moderate to high impact on outcomes.</p>	<p>Monitor Individual needs on the Barriers to Learning Sheet</p> <p>Pupil Premium Lead and SLT to allocate children to SEMH interventions after consultation with teachers</p> <p>Pupil Premium Lead to monitor impact of SEMH intervention through the provision maps</p> <p>Pupil Premium lead to arrange MHST staff training</p>	<p>This support is currently crucial to support the wellbeing of our PP children.</p> <p>Despite the high levels of SEMH need and a dramatic rise in the numbers of children struggling with anxiety (particularly in KS2) the interventions have continued to have a significant impact. .</p> <p>Resources for staffing have continued to provide limitations on support able to be offered to children. This has had a particular impact on the amount of Pastoral Support able to be offered to children with emerging needs this year.</p>	<p>The significantly increased numbers of children with very high levels of SEND/SEMH needs, particularly in Early Years, has had a detrimental impact on SLT time spent on overseeing the needs of Pupil Premium children particularly those without SEND.</p> <p>The changing roles of current SLT for 2022/3 when fully implemented should enable there to be greater time focussed on the needs of PP children across the school.</p> <p>Resources will continue to be an issue for SEMH support next year. It is crucial that PP children are prioritised with the allocation of limited resources.</p>

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<p>ATTENDANCE</p> <p>The number of PP children with very low attendance below 90%) has been significantly reduced. Attendance of pupil premium children in line with that of all other children. (In cases where this is not achieved evidence of actions to support families to improve attendance levels)</p>	<p>Continue to send the staged attendance letters and involve EWO when necessary</p> <p>Meet with targeted families to discuss the barriers and support parents to overcome any barriers to attendance</p> <p>PP Lead and attendance lead to liaise with other local schools re strategies and best practice for improving PP attendance.</p> <p>Pupil Premium Lead to work with Attendance lead to set up walking buses as part of the new school travel plan, in conjunction with CCC and Modeshift, to improve school attendance and punctuality</p> <p>Where appropriate, children will attend Kids R Us Breakfast Club, paid for by school, to support arriving in school on time and ready for the day</p>	<p>Attendance lead AL and Pupil Premium Lead SB meet regularly to discuss PP attendance and target families to work on improving attendance</p> <p>The % of PP children with very low attendance has been reduced to a figure of 10% or less by July 2022 from 23% in July 2021</p> <p>Targeted breakfast club has been effective in improving attendance and punctuality of children who were persistently absent in the past</p>	<p>We can't improve attainment for children if they aren't actually attending school. Nfer briefing for school leaders identifies addressing attendance as a key step.</p>	<p>Regular liaison between PP lead and Attendance Lead</p> <p>Thorough briefing of EWO</p> <p>Collaboration with Family Workers when necessary</p> <p>PP Lead and AL to prioritise PP families for walking bus initiative and monitor impact on attendance and punctuality</p>	<p>July 2023 % of PP children with very low attendance was 33%.</p> <p>Despite Attendance Lead's extremely hard work the overall rate of very low attendance has not decreased. The figures have also been impacted by the needs of 2 children who are out of school long term but now have tuition in place.</p> <p>Increased levels of anxiety and school refusal have also had a significant impact.</p>	<p>Covid has had a massive negative impact on attendance in general and PP attendance in particular. The combination of being able to keep children out of school legitimately during covid and impact of children catching covid and other illnesses more regular has had a massive impact on PP attendance. This is a countrywide issue and still needs a lot of work.</p> <p>Work with children school refusing or on the verge of school refusing is critical over the next few years.</p> <p>Work as a whole school to focus on attendance of PP children is urgently needed as this is the single biggest cost free intervention which can raise the attainment of PP children.</p>

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<p>ORACY</p> <p>All Pupil Premium children are receiving explicit teaching of oracy skills in the classroom and oracy barriers are recognised and being overcome.</p>	<p>Oracy Curriculum to be fully implemented from Rec- Year 6</p> <p>Voice 21 oracy champions to be used to support teachers to deliver the oracy curriculum</p> <p>Barriers to oracy sheets to be used across the school to identify and tackle oracy barriers</p> <p>Nuffield Early Language Intervention Programme (NELI) to be continued in Reception and rolled into Year 1 for the 2021 cohort to improve oral language and early literacy skills</p>	<p>The oracy curriculum is fully imbedded across the school and having a impact</p> <p>The school Barriers to oracy are being identified and tackled across the school.</p> <p>NELI is being rolled out in reception and having an impact on the ELG (will no longer be implemented due to financial constraints)</p>	<p>'Explicit Oracy teaching has a positive impact on learning including oral language skills and reading comprehension' EEF Toolkit</p> <p>'Developing oracy skills is vital to young people's progress in school and particularly the progress of vulnerable young people' Voice 21</p> <p>'Oracy skills enable children to articulate ideas, successfully communicate, have confidence in their learning and increase social mobility' Voice 21</p>	<p>Over 2021-22 regular staff inset to ensure implementation of the oracy curriculum overseen by the Oracy Champions</p> <p>KSA to ensure implementation and monitor impact on end of Rec NELI outcomes</p>	<p>Oracy training continued a bit slower than planned but still went ahead.</p> <p>NELI will no longer be a chosen action due both to financial constraints and the complexity of the Early Years cohorts.</p> <p>Dedicated TA time in KS1 to meet the unprecedented levels of SALT need post pandemic has had significant levels of impact on individual children.</p> <p>Whilst levels of SALT need are still higher than post pandemic they are beginning to drop year on year.</p> <p>SALT support has been excellent this year and the high need of our current cohorts has been reflected in the amount of therapist time given.</p>	<p>Close liaison between school and the SALT team as well as resources being allocated for this has had considerable impact this year.</p>

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<p>ENRICHMENT</p> <p>All PP children are attending at least one in school club and all have access to enrichment activities out of school in evenings and weekends</p>	<p>Continue to monitor current PP club attendance</p> <p>Target individual children to encourage to attend clubs</p> <p>Continue free access to school PTA events for PP children</p> <p>All educational trips continue to be free for all pupil premium children</p> <p>Plan and organise visit to Museums and places of interest in Cambridge for PP children and their families through Super Saturdays and Fabulous Fridays</p> <p>Subsidies for clothing/ equipment for individual children are given where necessary</p> <p>School to continue to make new links and partnerships in the local community to widen access to enrichment activities.</p>	<p>% of children attending after school clubs continues to rise (2018-19 82% attended 1+ club)</p> <p>PP lead to ensure all PP parents have the PP leaflet setting out what PP children and parents can access in school and out of school</p> <p>PP lead to talk to all parents of children as they become PP to talk through what is on offer and engage parents</p> <p>Ensure PP pupils and their families have access to enrichment weekend activities through Super Saturdays and Fabulous Fridays</p>	<p>Nuffield Foundation Report (2016) finding that after school club attendance was associated with positive academic and social outcomes for disadvantaged children in particular. This confirms our own observations over time in school</p>	<p>PP lead to liaise with sports lead and Pupil Premium Club Lead on a regular basis to monitor club attendance and target children to get to attend clubs</p> <p>PP lead to liaise with Super Saturday leader and wider community to ensure take up of enrichment activities</p>	<p>% children attending clubs 2022-2023 89% attended at least one club. This has now surpassed pre pandemic levels.</p> <p>Super Saturdays did not run this year due to ongoing covid restrictions but will restart in Summer 2024.</p>	<p>Involvement of Julie in the office and chasing up non club attenders and getting them to sign up has been essential to this.</p> <p>Julie now talks to new PP families about what they are entitled to and this has also been crucial</p> <p>PP children now receive club list 2 weeks before all children and this aids uptake</p> <p>Where teachers have actively encouraged children to sign up there has been a big increase in numbers attending and this good practice needs to be rolled out across the school.</p>

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<p>PARENTAL ENGAGEMENT</p> <p>All parents feel engaged and involved in their children's learning and wherever possible able to support their child's learning at home.</p>	<p>Attendance of PP parents at parents evening is recorded and teachers follow up on any non-attendees to ensure all parents always attend</p> <p>Rec and Year 1 teachers and TAs to run small targeted/1-2-1 groups for parents to teach how to support their children's learning at home- eg phonics and maths and reading</p>	<p>100% of PP parents attend at least one parents evening per year. And the vast majority attend twice a year.</p> <p>All PP parents are encouraged to attend small group workshops/1-2-1 sessions led by Rec and Y1 teachers and TAs on how best to support their children's learning.</p> <p>All PP children who need it are offered access to homework club</p> <p>All PP parents of EAL children are offered access to free language support. In the longer term this should be offered on the school site to increase participation</p>	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes. EEF Toolkit</p> <p>The Achievement for All model of engaging 'harder to reach' families through positive school engagement and understanding of their unique family circumstances transforms lives</p>	<p>Monitor attendance at parents evenings and PP lead has a 'constant conversation' with class teachers re parental engagement of PP families</p> <p>Records of parental attendance at small targeted learning support groups/ 1-2-1 parental support kept and monitored</p>	<p>100% Of all parents attended at least one parents evening 2022-23</p> <p>Small group workshops have not happened yet due to due to lack of SLT capacity to organise.</p>	<p>In general parental engagement is better post covid as most PP parents had had positive interactions and support from staff throughout covid</p>

Pupil Premium Plan 2021-2024						
Desired outcomes	Chosen Actions/ Approaches	Success Criteria	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Estimated Impact	Lessons Learned
<p>PARENTING SUPPORT</p> <p>All PP families when necessary are aware of and able to access in school support and external support for parenting and the home.</p>	<p>Pupil Premium Lead/Office PP lead to talk to all new families to talk through what the school can offer</p> <p>Pupil Premium Lead make sure all PP parents have a copy of the updated PP leaflet each year</p> <p>Pupil Premium lead in conjunction with locality and outside providers to facilitate provision of parenting course such as Building Resilience in our Children, Raising Children, Triple P and one off parenting workshops</p> <p>Pupil premium Lead to make sure all parents have access to the EIFW</p> <p>Targeted referrals of families to the MHST team for behaviour led parenting support and through an EHA to Locality Family Workers</p>	<p>All families aware of EIFW support when it is being offered and Family Worker support and parenting courses such Raising Children and Triple P</p> <p>All families are aware of support with housing, food other issues which exist in the wider community</p> <p>PP lead to ensure all PP parents are aware of what PP children and parents can access in school and out of school through the PP leaflet</p> <p>All services offered in the wider community to be in the booklet</p>	<p>Disadvantaged children and families are more likely than their non- disadvantaged peers to need support at home</p>	<p>PP lead to liaise with new EIFW when they begin in Sept 2021</p> <p>Regular meetings between PP lead, SENDCo and Assistant Heads with Family Workers through TAF meetings to ensure family support needs are being met by school and locality</p> <p>Monitoring of family attendance on parenting courses</p>	<p>EIFA support for school has been excellent this year and has dramatically increased the numbers of families successfully engaging with family support.</p> <p>The re starting of drop in sessions with the EIFA has also had a positive impact on engagement from our PP families.</p> <p>The successful working of the EIFA system has helped to mitigate the long waiting lists with Locality for Family Workers which is currently at about 3 months.</p>	<p>Partnership with the EIFA system is crucial to getting families both engaged with family support and in supporting them to solve ongoing issues.</p>

Pupil Premium Plan 2021-2024						
Desired outcomes	Chosen Actions/ Approaches	Success Criteria	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Estimated Impact	Lessons Learned
<p>LAPTOP POVERTY</p> <p>All Pupil Premium Children have access to suitable electronic devices and WIFI to complete school homework</p>	<p>School to conduct a survey of parents to make sure school has an up to date list of all children with no computer access</p> <p>School to offer homework club (when Covid restrictions allow) to all children with no device access</p> <p>Pupil Premium lead to ensure all children with no access to devices are issued with paper bases homework while homework club is not running</p> <p>Pupil premium Lead to access government and non-government schemes which supply new and refurbished laptops to vulnerable families</p> <p>Pupil Premium Lead to look at school capacity to loan spare devices to families of children in upper KS2 in the first instance</p>	<p>School has an accurate Laptop poverty database</p> <p>All children have access to all homework every week (either from paper based copies or access to homework club)</p> <p>All external schemes to provide technology to vulnerable families have been accessed</p>	<p><i>'Of particular importance is making sure that all pupils have access to learning online, by providing them with access to devices and a good internet connection.'</i> EEF</p>	<p>Pupil Premium Lead to analyse results of laptop access survey.</p> <p>Pupil premium Lead and class teachers to ensure all children without laptop access are attending homework club or have weekly paper copies.</p> <p>Pupil premium lead to ensure wherever possible devices are provided to the most vulnerable families</p>	<p>Homework club has restarted and contains the most vulnerable children without laptop access at home. School have not chosen as yet to provide laptops to families due to pandemic restrictions being ended.</p>	<p>Whilst priority access to homework club needs to continue and teachers need to continue to provide paper copies where necessary at present laptop poverty does not need to continue to be an ongoing priority issue.</p> <p>The exception to this is ensuring that children without access to online Monster Phonics books have access to paper copies.</p> <p>These issues can be addressed by class teachers through the new Barriers to Learning sheets going forward.</p>

Pupil Premium Plan 2022-2023 – Finances

Below one can see the planned and actual expenditure on each of the above items:

Item	Income/Expenditure 2022-2023 (Planned)	Income/Expenditure 2022-2023 (Actual)
Pupil Premium Income	£123,265	£123,265
Covid Recovery Premium 2022-2023	£15,198	£15,198
National Tutoring Programme 2022-2023 Income	£13,122	£13,122
Leadership and Management of Pupil Premium	-£6,266	-£6,673
Counselling Provision from Cambridge Academic Performance	-£8,550	-£8,550
National Tutoring Programme 2022-2023 Expenditure	-£21,870	-£23,292
Additional Teacher for Year 5 maths and writing teaching	-£4,463	-£4,753
Additional Teaching Assistant time for targeted catch up programmes - staffing	-£65,169	-£67,586
One to One and small group Emotional Development support (staffing), Lunch Club	-£22,646	-£23,486
Speech and Language Therapy Interventions delivered by teaching assistants	-£12,021	-£12,467
Miscellaneous Resources	-£600	£0
Disadvantage Subsidy - access to clubs, residential visits	-£10,000	-£13,485
Balance	£0	-£8,706

Pupil Premium Plan 2023-2024 – Finances

Below one can see the planned expenditure on each of the above items:

Item	Income/Expenditure 2023-2024 (Planned)
Pupil Premium Income	£136,770
Covid Recovery Premium 2023-2024	£15,198
National Tutoring Programme Income for 2023-2024	£6,075
Leadership and Management of Pupil Premium	-£6,673
National Tutoring Programme Expenditure for 2023-24	-£12,150
Counselling Provision from Cambridge Academic Performance	-£8,550
Additional Teaching Assistant time for targeted catch up programmes - staffing	-£89,000
One to One and small group Emotional Development support (staffing), Lunch Club	-£8,000
Additional TA Support in Year 1 plus Speech and Language Therapy Interventions as appropriate	-£19,629
Miscellaneous Resources	£0
Disadvantage Subsidy - access to clubs, residential visits	-£12,846
Balance	£1,195

